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## Federally funded educational programs: Their purpose and implications for media specialists

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## Federally funded educational programs: Their purpose and implications for media specialists

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### Abstract

The purpose of this discussion is to indicate the importance to media specialists of federally funded educational programs in the United States. The intended purposes of the Congressional acts will be summarized, noting areas of particular interest to media personnel. Some consideration will be given to what has been or is being done under these directives.

FEDERALLY FUNDED EDUCATIONAL PROGRAMS:  
THEIR PURPOSE AND IMPLICATIONS  
FOR MEDIA SPECIALISTS

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A Report  
Presented to  
the Faculty of the Library Science Department  
University of Northern Iowa

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

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by  
Dorothy Jean Button

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## INTRODUCTION

The purpose of this discussion is to indicate the importance to media specialists of federally funded educational programs in the United States. The intended purposes of the Congressional acts will be summarized, noting areas of particular interest to media personnel. Some consideration will be given to what has been or is being done under these directives.

Implications of federal funds for media will be considered from the standpoints of monetary significance, of leadership in supportive services, and of leadership in educational values.

The discussion is divided into four categories:

- I. Specific Acts of Congress permitting disbursement of federal funds for educational endeavor, with some consideration of what has been or is being done under some of these directives.
- II. The reality and promise of federal monies allocated to education.
- III. Federal supportive services that provide guidance and demonstrate the leadership role of the national government in education.
- IV. The implications of federal support from the standpoint of values to the educator in general and to the media specialist specifically.

The discussion confines itself to the immediate outlook without attempt to trace historic development.

## PART I

OFFICE OF EDUCATION-ADMINISTERED PROGRAMS FOR IMPROVING EDUCATION  
WITH PARTICULAR SIGNIFICANCE TO MEDIA SPECIALISTSThe Overview of Programs

The Office of Education-administered programs and activities may be grouped into four types of assistance offered:

Group I: For construction,

Group II: To institutions and agencies for programs, instruction and administration,

Group III: To individuals for teacher and other professional training and for student assistance,

Group IV: For research.

The several phases of one program may serve more than one of these groups.<sup>1</sup>

An examination of the total scope indicates a need for media personnel to be aware of all types of assistance. Programs offering direct assistance for libraries, audiovisual resources, and other instructional materials naturally arrest the attention of the media specialist. Yet every program contributes to the total picture with which media specialists may work and for which they must provide. For example, the Vocational Education Act of 1963 and the Education of the Handicapped Act point to areas in which special media must be provided. The Higher Education Facilities Act and the Education Professions Act suggest career information which

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<sup>1</sup>"Guide to O-E-Administered Programs, Fiscal Year 1971," American Education, Nov., 1970, pp.26-32. See Appendix for complete list.

must be disseminated to high school students and faculty members on all<sup>3</sup> levels.

In Group I, for construction, seven types of assistance are offered. For school media personnel at least three have significance: Public Broadcasting Act-part IV A, for aid in the acquisition and installation of equipment for educational radio and television; Vocational Education Act of 1963, as amended, to construct or improve area vocational education school facilities; and the Library Services and Construction Act-Title II, for aid in construction of public libraries.<sup>2</sup>

In Group II, to institutions and agencies for programs, instruction and administration, seventy-nine types of assistance are authorized. Of these, eleven should be particularly noted by media personnel.

1. Elementary and Secondary Education Act-Title II, for support providing school library resources, textbooks and other instructional materials.
2. Elementary and Secondary Education Act-Title III, for support of supplementary educational centers and services.
3. Vocational Education Act of 1963, as amended, to maintain, extend, and improve vocational education programs and develop programs in new occupations.
4. Manpower Development and Training Act of 1962, as amended, to provide training programs to equip persons for work in needed employment fields.
5. Education Professions Development Act-Parts C and D, to train specialized personnel for state and local instructional media support.

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<sup>2</sup>American Education, op. cit.



6. Higher Education Act of 1965-Title II-b, to increase oppor-<sup>4</sup>tunities for training in librarianship.
7. Library Services and Construction Act-Title I, to extend and improve public library services.
8. Library Services and Construction Act-Title III, to establish and operate cooperative networks of libraries.
9. Library Services and Construction Act-Title IV-B, to establish and improve library services to the handicapped.
10. Education of the Handicapped Act-Title VI (P.L. 91-230), to provide cultural and educational services to the handicapped through films and other media.
11. Education of the Handicapped Act-Title VI (P.L. 91-230), to develop regional resource centers to improve education of handicapped children.<sup>3</sup>

In Group III, to individuals for teacher and other professional training and for student assistance, two of the thirty-nine authorizations should be noted by media specialists. They relate to training of media specialists and are also listed in Group II, numbers 5 and 6.

In Group IV, for research, one authorized program should be noted of the fourteen listed. It is the Higher Education Act of 1965-Title II-B, for library and information science research and development.<sup>4</sup>

This overview indicates the need to examine the following programs in more detail: The Elementary and Secondary Education Act of 1965, particularly Title II and Title III; The Education of the Handicapped Act; and The Vocational Education Act.

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<sup>3</sup>American Education, op. cit.

<sup>4</sup>ibid.

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Purposes of the Elementary and Secondary Education Act of 1965 (ESEA)

On April 11, 1965, the bill was passed allocating "1.3 billion dollars in federal funds to strengthen and improve educational quality and opportunities in elementary and secondary schools."<sup>5</sup>

Five titles of ESEA authorized support of four major tasks:

1. To provide better education to educationally disadvantaged youth.
2. To put the best educational equipment, ideas, and innovations within the reach of all students.
3. To advance technology of teaching and teacher training.
4. To provide incentive for those who wish to learn at every stage along the road to learning.<sup>6</sup>

Summaries of each of the five titles follow.

Title I -- The major emphasis is on the needs of educationally deprived children. It provides assistance to low-income areas and to state operated and supported schools for handicapped children.

Title II -- Funds are provided to improve quality in the nation's schools; funds for library resources, textbooks, and other printed and published materials for the use of children and teachers in public and private schools.

Title III -- (entitled PACE: Projects to Advance Creativity in Education) Help is to be given to local districts in relating research to practice through the support of creative supplementary centers and services.

Title IV -- Title IV extends educational research and development by amending the Cooperative Research Act of 1954, supporting authorizations for research, demonstrations in education, dissemination of results,

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<sup>5</sup>U.S. Office of Education, Profiles of the Elementary and Secondary Education Act of 1965.

Ibid.

Educational Research Information Centers authorized, research and demonstration programs.<sup>7</sup>

Title VI was added as an amendment. It establishes authority for executing other titles of the act. It provides for appointment of advisory councils to the Commissioner of Education, who delegates functions to any officer or employee of the Office of Education. It calls for utilization of other government agencies. It prohibits interference by any federal agency or employee with curriculum, program of instruction, administration or personnel of any educational institution or system, or with selection of library resources or instructional materials by any educational instructor or system. It also prohibits the use of federal funds for religious worship or instruction.<sup>8</sup>

In 1969 the following amendments were made to ESEA. The five original titles were all extended three years through 1973. Title III was consolidated with Title V-A of the National Defense Education Act, which included guidance, counseling and testing programs. Title V added the use of funds for gifted and talented children, for strengthening leadership resources, for high quality education, establishing the National Council on Quality in Education. Title VII, authorizing aid in bilingual education was extended through 1973 and specified inclusion of children in Indian reservation schools. Title VIII, the Dropout Prevention Program, was extended through 1973 and amended to authorize new demonstration programs to improve school nutrition and health services for children from low-income families. It provides grants for research and demonstration projects in correction education services.<sup>9</sup>

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<sup>7</sup>U.S. Office of Education, op. cit.

<sup>8</sup>ibid.

<sup>9</sup>"ESEA Amendments of 1969," American Education, July, 1970, pp.7-9.

### Purpose of the Education of the Handicapped Act

This act established the National Advisory Committee on Handicapped Children. It authorizes projects and programs for the handicapped, regional resource centers for deaf-blind children, training personnel for the education of the handicapped, research and demonstration projects for handicapped children, and established the National Center on Educational Media and Materials for the Handicapped.<sup>10</sup>

### What Is Being Done Under Some of These Programs

#### ESEA Title II

In all states but Iowa, state plans for Title II designate the local school districts as public sub-agencies to administer the state plan. In Minnesota, for example, "the public sub-agencies involved in administration of the state plan will be the local school districts."<sup>11</sup> Resource materials selected locally are to be from lists approved by the Minnesota Department of Education. Federal funds are to be used to supplement, not supplant, local or state funds.

School librarians in Iowa have protested the Iowa state plan which established sixteen area sub-agencies and authorized them to create regional resource centers, allowing individual schools the borrowing privilege. Instead of the federal funds going directly to the schools to establish school libraries, regional depositories have been developed. Though they have provided fine materials to a limited extent, inaccessibility has seriously curtailed their effectiveness. Individual school districts have the burden of catching up with national standards, made possible in other states through Title II funds.

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<sup>10</sup>U.S. P.L. 815 and 854, "Education of the Handicapped Act."

<sup>11</sup>Minnesota State Board of Education. Plan for Title II.

ESEA Title III

For some schools, including Iowa, Title III has provided a second chance to benefit from federal funds for individual school library development, which was the intent of Title II. Title III funds are designated for a wide range of quality improvement programs. However, library needs must compete with other programs under Title III for support. Since these programs are all committed to local continuation, there is a limit to the number which a school district can undertake.

There are schools in other states that apparently did not avail themselves of Title II funds to build library programs. In a recent interview an administrator from Elgin, Illinois, stated that they had many federally supported programs in operation in Elgin, but no library program. None of the elementary schools in Elgin employs a professional librarian.

PACE projects in operation as of February, 1969, include 131 library projects and 76 audiovisual projects. This tabulation includes resource centers and automation. Descriptions of some other programs suggests that perhaps they should be included in the media count, such as art materials. The breakdown of these projects by division is as follows:<sup>12</sup>

<u>Library Projects</u>		<u>Audiovisual Projects</u>	
Librarians-----	2	Audio Video Laboratories-----	2
Libraries-----	6	Audiovisual Aids-----	54
Library Cooperation-----	1	Audiovisual Centers-----	5
Library Extension-----	1	Audiovisual Communication-----	2
Library Facilities-----	2	Audiovisual Instruction-----	2
Library Materials-----	1	Autoinstructional Aids-----	7
Library Programs-----	2	Autoinstructional Laboratories--	1
Library Services-----	21	Autoinstructional Methods-----	1
Library Skills-----	1	Automation-----	2
Library Standards-----	1		
Library Technical Processes--	1		
School Libraries-----	8		
Resource Materials-----	4		
Resource Centers-----	79		

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<sup>12</sup>U.S. Office of Education. Pacesetters in Innovation, Feb., 1969.

An example of how bids for library and audiovisual services under Title III might compete in a local district are epitomized in a West Virginia project listed: Multipurpose Center for Curriculum Improvement in Region II, to include curriculum planning, educational TV, inservice teacher education, kindergarten, resource centers and resource materials. All this is to operate under one allotment! Another example of an all-inclusive project is Tenafly, New Jersey: Project -- Developing Quality "PDQ."<sup>13</sup>

#### Education of the Handicapped Act and Vocational Education Act

It appears that these two programs are receiving strong support at all levels. A long-recognized need is being provided for. While much of the federal assistance for programs falling into these two areas would go to special institutions, some provision must be made through public schools to extend such assistance. Materials and services for the handicapped and for vocational education demand a portion of the instructional materials budget. The media budget may be supplemented with federal funds authorized for this specific purpose. Need will vary with individual schools.

In the Area VI Resource Center of Iowa the librarian has been handling special materials for education of the handicapped. The requirement of resource materials centers for the handicapped may likely be met through existing media centers.

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<sup>13</sup>U.S. Office of Education. Pacesetters in Innovation, op. cit.

## PART II

## THE REALITY AND PROMISE OF FEDERAL MONIES ALLOCATED TO EDUCATION

In the first session of the 90th Congress education "continued to ride the crest of popularity as a top priority on the Congressional agenda."<sup>14</sup> No longer is there a question whether we should have massive federal aid to education, but rather, what form this assistance should take.

Greater responsibility has been given to state departments of education through amendments to the ESEA, for planning, developing long-range strategies, for establishing priorities, and for controlling funds. By May of 1968 authorizations had been made for more than nine billion dollars federal assistance to education. Appropriations, however, did not meet that amount.

The vast sums of federal money seem less when the cost borne by the state and local school districts is considered. For example, in 1968 the two billion dollars federal funds stood against an estimated twenty-six billion dollars to be spent for elementary and secondary education. New programs are costly at all levels. The recent tax freeze legislation passed in Iowa makes it appear we have bitten off more than we can chew.

Many legislators and educators would agree that we might be in less of a bind if there had been more adequate planning for wise expenditure of federal funds, as well as state and local funds. Because of this failure and weaknesses in evaluation of programs discovered through evaluation

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<sup>14</sup>Nolan Estes. "ESEA: Its Promise, Accomplishments, and Problems," National Association of Secondary School Principals Bulletin, May, 1968, 52:79-86.

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of the Dropout Program and the Bilingual Language Program, we can expect tighter requirements for all ESEA evaluation.<sup>15</sup>

Evaluation techniques will require that projects justify their existence with extensive facts and figures that prove their educational value. "Performance contracts" are made which require accomplishment within a given time, or they are dropped. In the past only narrative and descriptive reports were required in fulfillment of the evaluation stipulations. Now early diagnosis is mandatory. It must prove merit of public support, or none.<sup>16</sup>

Abuses such as those found in the use of Title I funds, meant for the benefit of poor children with educational handicaps, would quickly be revealed. Instances were found of misuse of Title I funds in every section of the country. They were treated as if for general school purposes: to initiate system programs, books for all children, meet teacher contracts, all-purpose school facilities, and to equip the superintendent's office with paneling.<sup>17</sup>

Many of the programs listed in the 1969 Pacesetters in Innovation under the guise of "Creativity in Education" would have great difficulty producing hard facts and figures to prove their worth. One such example is Music in Maine, Incorporated. Under Title III a group of local musicians formed a small orchestra to circuit county schools and bring culture to the poor, underprivileged children of the countryside, who surely have access to some of the greatest musicians in the world via radio and television.

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<sup>15</sup>"New Projects Face Stricter Evaluation," Am. Educ., Jan.-Feb., 1970, p.36.

<sup>16</sup>ibid.

<sup>17</sup>N.A.A.C.P. Report, Des Moines Register, November 9, 1969.



In view of these questionable pursuits, we may expect, in addition to tighter controls, a concentration of federal funds on our most critical problems. Also, we may expect broader federal aid programs to replace the categorical aid programs which encourage distortion on priorities at the local level.<sup>18</sup> The preponderance of Title III projects with titles showing relation to the fine arts shows that many interpreted "Creative Education" to be synonymous with music, art and drama.

President Nixon's plan for federal revenue sharing with the states includes conversion of 2.8 billion dollars in restricted categorical grants for education into five blocks totalling 2.6 billion dollars. Though this reduces federal spending by 160 million dollars, it increases the amount received by the state because it eliminates federal processing and reviewing. This places the burden on the state department of education to establish guidelines and requirements, and to provide additional personnel. It is wondered whether the state will save more money than federal channels.

The block grant plan is still in the drafting stage. Two of the five block grants proposed would not change much, i.e., aid for deprived children and personnel "impact" aid. The other three "blocks" would consolidate a variety of related categorical grants, including libraries. Primarily, this aid is financing continuing programs, and it is unlikely that library funds would be cut back to assist another program.

If the Iowa State Department of Education continues to pour its federal funds for libraries into only the Area Resource Centers, school library facilities cannot possibly compete, on the whole, with the programs of schools in other states. However, the proposed reorganization of Iowa's 453 school districts into 100 districts will probably place the

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<sup>18</sup>Nolan Estes, op. cit.

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regional sub-agency over six or seven districts. Then the function of  
the regional resource centers would have to be redefined to confine its  
services to those it can best provide. Judging from the 1968 evaluation  
of the Area Resource Centers, one such service might be film distribution,  
another, central processing.

## PART III

FEDERAL SUPPORTIVE SERVICES THAT PROVIDE GUIDANCE AND DEMONSTRATE  
THE LEADERSHIP ROLE OF THE NATIONAL GOVERNMENT IN EDUCATION

Title VI of the ESEA clearly prohibits federal interference with state and local control of education. At the same time, it commits the Office of Education and other government agencies to providing help commensurate with their capacities. Title V of the ESEA offers support of state education agencies in several areas where federal agencies can supply leadership expertise.

Of most immediate significance to the media specialist are the helps to education provided through U.S. Government Documents. Many of the concerns of education have first been the concerns of the federal government. A wealth of instructional material has been prepared and is available. It will not be forced upon the user. It must be discovered and ordered. In some subject areas, such as oceanography, sufficient materials may be found to build a curriculum on government publications alone, sample curriculum plans and pilot studies included. Print and non-print media of the finest quality may be purchased at most reasonable prices.

## PART IV

## THE IMPLICATIONS OF FEDERAL SUPPORT FROM THE STANDPOINT OF VALUES

In 1968 the public was forced to look many times at a circle graph of the budget of the United States government. Protesters of the Vietnam War made certain everyone was aware that the budget provided a large chunk for national defense and a three percent sliver for education. This was a striking picture after a decade of federal legislation supporting educational programs, most particularly the National Defense Act of 1958 and the Elementary and Secondary Education Act of 1965.

Equalizing educational opportunity requires a central redistribution of funds and information. To advance equal opportunity for quality education, federal acts allocated federal funds to implement programs in areas of need. Though three percent of the national budget looks as if little value is placed on these programs, it may be fortunate that greater amounts were not spent in the initial phases. Millions of dollars have unquestionably been wasted in hasty attempts to grab what is "free," spend it before it is taken away, without responsible evaluation of what was intended and what was needed. Many school administrators and media specialists have behaved in a "get rich quick" manner, only to discover that funds are gone and the goal not accomplished. Others embarked sensibly, moderately, thoughtfully upon programs to accomplish the intended purposes, producing results worthy of emulation. The latter justify the program, demonstrating what can be accomplished with federal support.

Therefore, the value of federal support to education has been estab-

lished, and in the process, a need for guidance, evaluation, and limitation has been ascertained. It is the importance of the value of federal support that provides new hope for educators. Though it means sacrificing the privacy of a closed door on educational processes, it opens the door to much-needed assistance in the awful responsibility of educating our society. Educators ought to feel the relief of isolated combat troops when reinforcements arrive.

Media specialists share a prominent place among teachers and administrators in the war to combat ignorance. The procurement of arms and sustenance for the student and teacher -- media -- is the domain of the media specialist. His role is indispensable. Any educator who would deny this knows little about learning -- or war!

Hence, the value of federal support to the media specialist is an endorsement of the importance of his role in the educative process. With this endorsement he can expect support of his purpose. He can step forward confidently to dispatch his mission and assume its importance sufficient to persuade opposing forces.

The military analogy is deliberately carried through the discussion of the values of federal support as a kind of thinking that has produced well-trained and equipped combat troops. Whether offensive to those who oppose the military method or not, the fact remains that public education has taken on much of the military approach to problem solving, derived from long research and experimentation, to teach men to carry out specific tasks. Indeed, it was the military in World Wars I and II that exposed the glaring inequality of American education. The military viewpoint is that if the student has not learned, the instructor has not taught. This same attitude is reflected in what we now call the educator's accountability.

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We are accountable for equipping even the most handicapped of our troops.

With tiny blasts on tinny trumpets let us forward to meet the foe.  
And not only may he be ours, he may be us!<sup>19</sup>

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<sup>19</sup>Paraphrased from introduction to The Pogo Papers by Walt Kelly.

## CONCLUSION

The importance of high quality library programs in the elementary and secondary schools has been recognized by federal support. In spite of waste of funds intended to put excellent media within convenient reach of students and teachers, financial support will continue.

The need for library services is greater than ever before. This will continue to be so in the foreseeable future. Those who consider media "frills" are shouted down by the tremendous forces opposing them. In addition to federal government backing are the evidences of quality in many exemplary media programs now in operation. Support reaches up from the philosophical foundations upon which modern educational programs rest. Both Conant and Trump advocate excellent media and media services.

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# Guide to OE-Administered Programs, Fiscal Year 1971

Below and on the following six pages, OE-administered programs and activities are listed for easy reference according to the type of assistance offered. The programs are presented in four groups which indicate whether they serve individuals or institutions, and whether they support research or construction. Because the several phases of one program or activity may serve more than one of the groups listed, a given program may appear more than once.

Reprints of this chart are available. A single copy may be obtained free by writing to The Editor, *American Education*, U. S. Office of Education, Washington, D. C. 20202. Multiple copies may be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 at 20 cents each (25 percent discount on orders over 100). When ordering, specify OE-11015-71.

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	APPROPRIATION*	WHO MAY APPLY	WHERE TO APPLY
<b>GROUP I: For construction</b>					
1 Public schools	School Aid to Federally Impacted and Major Disaster Areas (P.L. 815)	Aid school districts in providing minimum school facilities in federally impacted and disaster areas	\$13,900,000	Local school districts	OE's Division of School Assistance in Federally Affected Areas
2 Educational broadcasting facilities	Public Broadcasting Act—part IV-A	Aid in the acquisition and installation of equipment for educational radio and TV	11,000,000	Nonprofit agencies, public colleges, State television agencies, education agencies	OE's Bureau of Libraries and Educational Technology
3 Community colleges, technical institutes	Higher Education Facilities Act—title I	Construct or improve academic facilities	43,000,000	Public community colleges and technical institutes	State commissions
4 Interest subsidization, undergraduate and graduate facilities	Higher Education Facilities Act—title III	Loan assistance to construct or improve higher education facilities	21,000,000	Public and private nonprofit institutions and building agencies	OE—HEW Regional Offices
5 Vocational facilities	Appalachian Regional Development Act of 1965	Construct vocational education facilities in the Appalachian region	25,000,000	State education agencies in Appalachian region	OE's Division of Vocational and Technical Education
6 Vocational schools	Vocational Education Act of 1963, as amended	Construct or improve area vocational education school facilities	(See II-6)	Public secondary and post-secondary schools providing education in five or more fields	State boards of vocational education (information from OE's Division of Voc.-Tech. Education)
7 Public libraries	Library Services and Construction Act—title II	Aid construction of public libraries	7,092,500	State library administrative agencies	OE's Bureau of Libraries and Educational Technology
<b>GROUP II: To institutions and agencies for programs, instruction, and administration</b>					
1 School maintenance and operation	School Aid to Federally Impacted and Major Disaster Areas (P.L. 874)	Aid school districts on which Federal activities or major disasters have placed a financial burden	536,068,000	Local school districts	OE's Division of School Assistance in Federally Affected Areas
2 Strengthening instruction in critical subjects in public schools	National Defense Education Act—title III	Strengthen instruction in 10 critically important subjects	47,500,000	Local school districts	State education agencies
3 Strengthening instruction in non-public schools	National Defense Education Act—title III	Loans to private schools to improve instruction in critical subjects	500,000	Nonprofit private elementary and secondary schools	OE's Division of State Agency Cooperation
4 School library resources and instructional materials	Elementary and Secondary Ed. Act—title II	Support provision of school library resources, textbooks, and other instructional materials	80,000,000	Local education agencies	State education agencies
5 Supplementary centers	Elementary and Secondary Ed. Act—title III	Support supplementary educational centers and services	143,393,000 <sup>1</sup>	Local education agencies	State education agency or OE's Division of Plans and Supplementary Centers

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	APPROPRIATION*	WHO MAY APPLY	WHERE TO APPLY
6 Vocational programs	Vocational Education Act of 1963, as amended	Maintain, extend, and improve vocational education programs; develop programs in new occupations	455,157,455	Public schools	State boards of vocational education (information from OE's Division of Voc.-Tech. Education)
7 Occupational training and re-training	Manpower Development and Training Act of 1962, as amended	Provide training programs to equip persons for work in needed employment fields	121,650,000	Local school authorities (public, private nonprofit)	State vocational education agency (information from OE's Division of Manpower Development and Training)
8 Desegregation assistance	Civil Rights Act of 1964	Aid school boards in hiring advisors, training employees, and providing technical assistance on school desegregation	8,700,000	School boards and other agencies responsible for public school operation	OE's Division of Equal Educational Opportunities
9 Teacher institutes (desegregation)	Civil Rights Act of 1964	Improve ability of school personnel to deal with school desegregation problems	7,300,000 <sup>2</sup>	Colleges and universities	OE's Division of Equal Educational Opportunities
10 Teacher development for desegregating schools	Education Professions Development Act—parts C and D	Retrain experienced teachers for service in desegregating schools	4,900,000	Colleges and universities	OE's Bureau of Educational Personnel Development
11 Desegregation assistance	Office of Education Appropriation Act of 1971 (P.L. 91-380)	Aid local educational agencies in special programs designed to assist the school systems in the implementation of desegregation	64,260,000	Local educational agencies that have submitted a final State or Federal Court order or a voluntary desegregation plan	OE's Regional Offices, Office of Equal Educational Opportunities
12 Desegregation assistance	Office of Education Appropriation Act of 1971 (P.L. 91-380)	Assist in the implementation of one or more desegregation plans	7,140,000	Public or nonprofit private agency, organization, or institution (other than a local educational agency)	U.S. Office of Education
13 Group projects abroad for language training and area studies in non-Western areas	Mutual Educational and Cultural Exchange Act, and P.L. 83-480 (in excess foreign currency countries)	Promote development of international studies	3,000,000 <sup>3</sup>	Colleges, universities, consortiums, local and State education agencies, nonprofit education organizations	OE's Institute of International Studies
14 Institutional co-operative research abroad for comparative and cross cultural studies	P.L. 83-480	Promote research on educational problems of mutual concern to American and foreign educators	(See II-13) <sup>3</sup>	Colleges, universities, State departments of education	OE's Institute of International Studies
15 Modern foreign language graduate fellowships	National Defense Education Act—title VI	Enable U.S. institutions to assist graduate students training to be teachers or other specialists in foreign language and area studies	3,270,000 <sup>2</sup>	Colleges and universities with language-area studies programs or summer programs of intensive study	OE's Institute of International Studies
16 Consultant services of foreign curriculum specialists	Mutual Educational and Cultural Exchange Act	Support visits by foreign consultants to improve and develop resources for foreign language and area studies	100,000	Colleges, consortiums, local and State education agencies, nonprofit education organizations	OE's Institute of International Studies
17 Language and area centers	National Defense Education Act—title VI	Support foreign language and area centers at U.S. institutions of higher education	3,400,000	Colleges and universities	OE's Institute of International Studies
18 Bilingual educational personnel	Education Professions Development Act—parts C and D	Train educational personnel for schools using two languages for instruction	1,000,000	State and local education agencies, colleges, and universities	OE's Bureau of Educational Personnel Development
19 Attracting qualified educational personnel	Education Professions Development Act—part A	Attract capable youth to careers in education	500,000	State and local education agencies, colleges, and universities	OE's Bureau of Educational Personnel Development
20 Educational career opportunities	Education Professions Development Act—part D	Train persons from low-income backgrounds to career ladder—work-study positions in poverty area schools	25,800,000	Local school districts with concentration of pupils from low-income backgrounds	OE's Bureau of Educational Personnel Development
21 Vocational-technical education personnel	Education Professions Development Act—part F	Develop leadership in vocational education and improve training opportunities for vocational education personnel	6,900,000	Institutions of higher education, State boards of vocational education	OE's Bureau of Educational Personnel Development
22 Meeting critical shortages of classroom personnel	Education Professions Development Act—part B-2	Attract and train persons otherwise engaged to meet immediate critical shortages of teachers and teacher aides	15,000,000	State education agencies	OE's Bureau of Educational Personnel Development (local districts apply to State education agencies)
23 Training teacher trainers	Education Professions Development Act—parts C and D	Improve quality of teacher education and merge pre-service and inservice training	9,900,000	Teacher training institutions, State and local education agencies	OE's Bureau of Educational Personnel Development
24 Teacher training complex	Education Professions Development Act—parts C and D	Develop new agency for teacher training in metropolitan areas	2,300,000	Teacher training institutions, State and local education agencies	OE's Bureau of Educational Personnel Development
25 Personnel services staff development	Education Professions Development Act—parts C and D	Improve preservice and inservice training for pupil personnel specialists, increase supply of such specialists	4,900,000	Institutions of higher education, State and local education agencies	OE's Bureau of Educational Personnel Development
26 Media specialists	Education Professions Development Act—parts C and D	Train specialized personnel for State or local instructional media support	1,800,000	Institutions of higher education, State and local education agencies	OE's Bureau of Libraries and Educational Technology

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	APPROPRIATION*	WHO MAY APPLY	WHERE TO APPLY
27 Special education personnel	Education Professions Development Act—parts C and D	Train educational personnel to meet needs of handicapped children in regular classrooms	6,900,000	Institutions of higher education, State and local education agencies	OE's Bureau of Educational Personnel Development
28 Educational administration	Education Professions Development Act—parts C and D	Train prospective and experienced school administrators	3,900,000	Institutions of higher education, State and local education agencies	OE's Bureau of Educational Personnel Development
29 Urban/rural school staff development	Education Professions Development Act—parts C and D	Improve pupil achievement in poverty area schools	9,300,000	Local school districts with concentrations of pupils from low-income backgrounds	OE's Bureau of Educational Personnel Development
30 Early childhood education personnel	Education Professions Development Act—parts C and D	Train and retrain educational personnel who work with children ages 3-9	5,900,000	Institutions of higher education, State and local education agencies	OE's Bureau of Educational Personnel Development
31 Drug education training	Education Professions Development Act—part D	Train educational personnel in drug abuse education	600,000	State education agencies	OE's Bureau of Educational Personnel Development
32 Teacher Corps	Education Professions Development Act—part B-1	Introduce change in the ways in which teachers are trained and utilized	30,800,000	State and local education agencies, colleges, and universities	OE's Bureau of Educational Personnel Development, Teacher Corps
33 Institutes, short-term training programs, and special projects	Education Professions Development Act—part E	Train teachers, administrators, and specialists serving or preparing to serve in higher education	5,000,000	Colleges and universities	OE's Division of College Support
34 National teaching fellowships and professors emeritus <sup>2</sup>	Higher Education Act of 1965—title III	Strengthen the teaching resources of developing institutions	(See II-78) <sup>2</sup>	Developing institutions nominating prospective fellows from established institutions and retired scholars	OE's Division of College Support
35 Research training	Cooperative Research Act (amended by ESEA—title IV)	Develop and strengthen programs for training educational researchers	(See III-22) <sup>2</sup>	State education agencies, institutions, and organizations	OE's Division of Higher Education Research, Research Training Branch
36 Information and recruitment grants	Education of the Handicapped Act—title VI (P.L. 91-230)	Improve recruiting of personnel and dissemination of information on educational opportunities for handicapped	500,000 <sup>2</sup>	Public or nonprofit agencies, organizations, private agencies	OE's Bur. of Ed'n. for Handicapped, Division of Educational Services
37 School personnel utilization	Education Professions Development Act—part D	Develop more effective means of utilizing school staff, time, instructional materials	3,000,000	State and local education agencies	OE's Bureau of Educational Personnel Development
38 Training for library service	Higher Education Act of 1965—title II-B	Increase opportunities for training in librarianship	3,900,000	Colleges and universities	OE's Bureau of Libraries and Educational Technology
39 Public library services	Library Services and Construction Act—title I	Extend and improve public library services	35,000,000	State library administrative agencies	OE's Bureau of Libraries and Educational Technology
40 Interlibrary cooperation	Library Services and Construction Act—title III	Establishment and operation of cooperative networks of libraries	2,281,000	State library administrative agencies	OE's Bureau of Libraries and Educational Technology
41 State institutional library services	Library Services and Construction Act—title IV-A	Establish and improve institutional library services	2,094,000	State library administrative agencies	OE's Bureau of Libraries and Educational Technology
42 Library services to physically handicapped	Library Services and Construction Act—title IV-B	Establish and improve library services to physically handicapped	1,334,000	State library administrative agencies	OE's Bureau of Libraries and Educational Technology
43 College library resources	Higher Education Act of 1965—title II-A	Strengthen library resources of junior colleges, colleges, universities, and post-secondary vocational schools	15,325,000	Institutions of higher education and combinations thereof and branches of institutions of higher education	OE's Bureau of Libraries and Educational Technology
44 Student loans—matching funds	National Defense Education Act—title II	Loans to post-secondary institutions unable to meet program's matching obligations	2,000,000	Accredited educational institutions (including business schools and technical institutes)	OE's Division of Student Financial Aid
45 Cuban student loans	Migration and Refugee Assistance Act	Provide a loan fund to aid Cuban refugee students	4,800,000	Colleges and universities	OE's Division of Student Financial Aid
46 College work-study	Higher Education Act of 1965—title IV-C	Provide part-time employment for post-secondary students	158,400,000	Colleges, universities, vocational and proprietary schools	OE's Division of Student Financial Aid
47 Higher education guarantee reserve funds	Higher Education Act of 1965—part IV-B	Provide adequate loan reserves for higher and vocational education student loans	2,000,000 <sup>4</sup>	State or nonprofit private guarantee agencies	OE's Division of Student Financial Aid
48 Educational opportunity grants	Higher Education Act of 1965—title IV-A	Assist students of exceptional financial need to go to college	167,700,000	Institutions of higher education	OE's Division of Student Financial Aid
49 Talent Search	Higher Education Act of 1965—title IV-A, as amended by the Higher Education Amendments of 1968—title I-A	Assist in identifying and encouraging promising students to complete high school and pursue post-secondary education	5,000,000	Institutions of higher education and combinations of such institutions, public and private nonprofit agencies, and public and private organizations	OE's Division of Student Special Services
50 Hard Bound	Higher Education Amendments of 1968—title I-A	Precollege program for young people from low-income backgrounds and inadequate high school preparation	28,500,000	Institutions of higher education and secondary or post-secondary schools capable of providing residential facilities	OE's Division of Student Special Services
1 Student special services	Higher Education Amendments of 1968—title I-A	Assist low-income and handicapped students to complete post-secondary education	15,000,000	Accredited institutions of higher education or consortiums	OE's Division of Student Special Services

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	APPROPRIATION*	WHO MAY APPLY	WHERE TO APPLY
52 Follow Through	Economic Opportunity Act of 1964	Extend gains into primary grades of deprived children in Head Start or similar pre-school programs	69,400,000	Local education or other agencies nominated by State education agency in accordance with OE and OEO criteria	Application by invitation only
53 Programs for disadvantaged children, including neglected and delinquent children in local institutions	Elementary and Secondary Ed. Act—title I (amended by P.L. 89-750)	To meet educational needs of deprived children	1,334,068,589	Local school districts	State education agencies
54 Programs for migratory children	Elementary and Secondary Ed. Act—title I (amended by P.L. 89-750)	To meet educational needs of children of migratory farm workers	56,115,390	Local school districts	State education agencies
55 Programs for children in State institutions for the neglected and delinquent	Elementary and Secondary Ed. Act—title I (amended by P.L. 89-750)	Improve the education of delinquent and neglected children in State institutions	17,555,746	State parent agencies	State education agencies
56 Programs for Indian children	Elementary and Secondary Ed. Act—title I (amended by P.L. 89-750)	To provide additional educational assistance to Indian children in federally operated schools	11,400,000	Bureau of Indian Affairs schools	Bureau of Indian Affairs, Department of Interior
57 Bilingual education	Elementary and Secondary Ed. Act—title VII	Develop and operate programs for children aged 3-18 who have limited English-speaking ability	25,000,000	Local education agencies or institutions of higher education applying jointly with local education agencies	State education agencies and OE's Division of Plans and Supplementary Centers
58 Dropout prevention	Elementary and Secondary Ed. Act—title VIII	Develop and demonstrate educational practices to reduce the number of children not completing school	10,000,000	Local school districts in low-income areas and with high percentages of dropouts	State education agencies and OE's Division of Plans and Supplementary Centers
59 Programs for the handicapped	Education of the Handicapped Act—title VI (P.L. 91-230)	Strengthen educational and related services for handicapped children	34,000,000	State education agencies	OE's Bur. of Ed'n. for Handicapped, Division of Educational Services
60 Media services and captioned film loan program	Education of the Handicapped Act—title VI (P.L. 91-230)	Provide cultural and educational services to the handicapped through films and other media	6,000,000	Groups of handicapped persons, nonhandicapped groups for training purposes	OE's Bur. of Ed'n. for Handicapped, Division of Educational Services
61 Deaf-blind centers	Education of the Handicapped Act—title VI (P.L. 91-230)	To develop centers for children and parents	4,500,000	State education agencies, universities, medical centers, public or nonprofit agencies	OE's Bur. of Ed'n. for Handicapped, Division of Educational Services
62 Programs for the handicapped in State supported schools	Elementary and Secondary Ed. Act—title I (P.L. 89-313, amended)	Programs for children in State operated or supported schools for the handicapped	41,222,837 <sup>1</sup>	State education agencies	OE's Bur. of Ed'n. for Handicapped, Division of Educational Services
63 Preschool programs for handicapped children	Education of the Handicapped Act—title VI (P.L. 91-230)	Develop model preschool and early education programs for handicapped children	7,000,000	Public agencies and private nonprofit agencies	OE's Bur. of Ed'n. for Handicapped, Division of Educational Services
64 Regional resource centers to improve education of handicapped children	Education of the Handicapped Act—title VI (P.L. 91-230)	Develop centers for educational remediation of handicapped children	3,550,000	Institutions of higher education, State and local education agencies, or combinations within particular regions	OE's Bur. of Ed'n. for Handicapped, Division of Research
65 Civil defense education	Federal Civil Defense Act of 1950	Provide public information on civil defense procedures	2,000,000 <sup>2</sup>	Chief State school officers or State agencies	OE's Division of Adult Education Programs
66 Adult basic education	Adult Education Act of 1966	Provide literacy programs for adults	55,000,000	State education agencies	OE's Division of Adult Education Programs
67 State administration of ESEA title I programs	Elementary and Secondary Ed. Act—title I (amended by P.L. 89-750)	To strengthen administration of ESEA title I	16,648,648	State education agencies	OE's Division of Compensatory Education
68 Strengthening State education agencies	Elementary and Secondary Ed. Act—title V	Improve leadership resources of State education agencies	29,750,000	State education agencies and combinations thereof	OE's Division of State Agency Cooperation
69 Planning and evaluation	Elementary and Secondary Amendments of 1967—title IV	Improve State planning and evaluation of Federal programs	5,000,000	State education agencies	OE's Division of State Agency Cooperation
70 State administration	National Defense Education Act—title III	Strengthen administration in State education agencies	2,000,000	State education agencies	OE's Division of Plans and Supplementary Centers
71 Incentive grants	Elementary and Secondary Ed. Act—title I (amended by P.L. 91-230)	Encourage greater State and local expenditures for education	7,535,040	State education agencies who exceed the national effort index	OE's Division of Compensatory Education
72 Special grants to urban and rural school districts with high concentrations of poor children	Elementary and Secondary Ed. Act—title I (amended by P.L. 91-230)	Improve education of disadvantaged children	15,453,750	Local school districts	State education agencies
73 Cooperative education programs	Labor-HEW Appropriation Act of 1970	Support for planning and implementation of cooperative education programs	1,600,000	Colleges and universities	OE's Division of College Support

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	APPROPRIATION*	WHO MAY APPLY	WHERE TO APPLY
74 State administration of HEFA program	Higher Education Facilities Act of 1963	Help States administer programs under HEFA—title I	3,000,000	State commissions that administer program	OE's Division of Academic Facilities
75 Facilities comprehensive planning	Higher Education Facilities Act—title I	Help States plan higher education construction programs	3,000,000	State commissions that administer program	OE's Division of Academic Facilities
76 To endow agriculture and mechanic arts colleges	Bankhead-Jones and Morrill-Nelson Acts	Support instruction in agriculture and mechanic arts in the land-grant colleges	12,680,000	The 69 land-grant colleges	OE's Division of College Support
77 Strengthening community service programs	Higher Education Act of 1965—title I	Strengthen higher education capabilities in helping communities solve their problems	9,500,000	Colleges and universities	State agencies or institutions designated to administer State plans (information from OE's Division of University Programs)
78 Strengthening developing institutions	Higher Education Act of 1965—title III	Provide partial support for cooperative arrangements between developing and established institutions	33,850,000	Accredited colleges and universities in existence at least five years	OE's Division of College Support
79 Cuban refugee education	Migration and Refugee Assistance Act	Help school systems meet the financial impact of Cuban refugee education	17,000,000	School districts with significant numbers of Cuban refugee school age children	OE's Division of School Assistance in Federally Affected Areas

**GROUP III: To individuals for teacher and other professional training and for student assistance**

1 Occupational training and retraining	Manpower Development and Training Act of 1962, as amended	Train unemployed and underemployed persons in all sections of the Nation	(See II-7)	Persons referred by State employment services	Participating institutions (information from OE's Division of Manpower Development Training)
2 Educational career opportunities	Education Professions Development Act—part D	Train persons from low-income backgrounds to career ladder—work-study positions in poverty area schools	25,800,000	Prospective teachers and teacher aides from low-income backgrounds	Participating local school districts <sup>6</sup>
3 Vocational-technical education personnel	Education Professions Development Act—part F	Develop leadership in vocational education and improve training opportunities for vocational education personnel	6,900,000	Prospective and experienced vocational-technical education personnel	Participating institutions of higher education or State boards of vocational education <sup>6</sup>
4 Meeting critical shortages of classroom personnel	Education Professions Development Act—part B-2	Attract and train persons otherwise engaged to meet immediate critical shortages of teachers and teacher aides	15,000,000	Prospective teachers and teacher aides currently not engaged in education	State education agencies or participating local school districts <sup>6</sup>
5 Training teacher trainers	Education Professions Development Act—parts C and D	Improve quality of teacher education and merge preservice and inservice training	9,900,000	Teacher trainers and teachers associated with participating institutions of higher education or local school districts	Participating institutions and local school districts <sup>6</sup>
6 Teacher training complex	Education Professions Development Act—parts C and D	Develop new agency for teacher training in metropolitan areas	2,300,000	Teacher trainers and teachers associated with participating institutions of higher education or local school districts	Participating institutions and local school districts <sup>6</sup>
7 Personnel services staff development	Education Professions Development Act—parts C and D	Improve preservice and inservice training for pupil personnel specialists, increase supply of such specialists	4,900,000	Prospective and/or experienced personnel services staff specialists	Participating institutions or agencies <sup>6</sup>
8 Media specialists	Education Professions Development Act—parts C and D	Train specialized personnel for State or local instructional media support	1,800,000	Prospective and/or experienced school media specialists, administrators, and teacher trainers	Participating institutions or agencies (information from OE's Bureau of Libraries and Educational Technology)
9 Special education	Education Professions Development Act—parts C and D	Train educational personnel to meet needs of handicapped children in regular classrooms	6,900,000	Educational personnel involved in education of handicapped children in regular classrooms	Participating institutions or agencies <sup>6</sup>
10 Educational administration	Education Professions Development Act—parts C and D	Train prospective and experienced school administrators	3,900,000	Prospective and experienced school administrators	Participating institutions or agencies <sup>6</sup>
11 Urban/rural school development	Education Professions Development Act—parts C and D	Retrain staff in urban and rural poverty area schools	2,300,000	Experienced teachers in urban and rural poverty area school districts	Participating local school districts <sup>6</sup>
12 Early childhood education personnel	Education Professions Development Act—parts C and D	Train and retrain educational personnel who work with children ages 3-9	5,900,000	Teachers, teacher trainers, supervisors, and specialists in early childhood education	Participating institutions or agencies <sup>6</sup>
13 Drug abuse education training	Education Professions Development Act—part D	Train educational personnel in drug abuse education	6,000,000	Educational personnel	State education agencies <sup>6</sup>
Teacher Corps	Education Professions Development Act—part B-1	Train experienced teachers as team leaders, college and university undergraduates and graduates as interns for service in poverty area schools	30,800,000	Experienced teachers as team leaders, college and university undergraduates and graduates as interns	OE's Bureau of Educational Personnel Development, Teacher Corps (information from participating school systems and institutions)
15 Bilingual educational personnel	Education Professions Development Act—parts C and D	Train educational personnel for schools using two languages for instruction	1,000,000	Staff in participating school districts	Participating school districts <sup>6</sup>

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	APPROPRIATION*	WHO MAY APPLY	WHERE TO APPLY
16 School personnel training	Education Professions Development Act—part D	Develop more effective means of utilizing school staff, time, instructional materials	3,000,000	Educational personnel in participating local school districts	Participating local school districts <sup>a</sup>
17 Desegregation training grants	Civil Rights Act of 1964	Improve ability of school personnel to deal with desegregation problems	(See II-8) <sup>2</sup>	Teachers and other personnel of public schools	Participating institutions (information from OE's Division of Equal Educational Opportunities) Participating institutions <sup>a</sup>
18 Teacher development for desegregating schools	Education Professions Development Act—parts C and D	Retrain experienced teachers for service in desegregating schools	4,900,000	Experienced teachers in desegregating schools	Participating institutions <sup>a</sup>
19 Personnel training to educate handicapped children	Education of the Handicapped Act—title VI (P.L. 91-230)	Prepare and inform teachers and others who educate handicapped children	31,900,000	State education agencies, colleges, universities, and other appropriate nonprofit agencies	OE's Bur. of Ed'n. for Handicapped, Division of Training Programs
20 Physical education and recreation for the handicapped	Education of the Handicapped Act—title VI (P.L. 91-230)	Training physical education and recreation personnel for the handicapped	700,000 <sup>2</sup>	Public and other nonprofit institutions of higher education	OE's Bur. of Ed'n. for Handicapped, Division of Training Programs
21 Special programs for children with specific learning disabilities	Education of the Handicapped Act—title VI (P.L. 91-230)	Prepare and inform teachers and others who educate children with specific learning disabilities	1,000,000	State education agencies, colleges, universities, and other appropriate nonprofit agencies	OE's Bur. of Ed'n. for Handicapped, Division of Training Programs
22 Research training grants	Cooperative Research Act (amended by ESEA—title IV)	Improve training for educational researchers	2,000,000	Institutions training researchers in education	Information from OE's Division of Higher Education Research
23 Fellowships for higher education personnel	Education Professions Development Act—part E	Training persons to serve as teachers, administrators, or educational specialists in higher education	5,000,000	Institutions of higher education with graduate programs	OE's Division of University Programs
24 Adult basic education teacher training grants	Adult Education Act of 1966	Improve qualifications of teachers of adult basic education courses	(See II-66) <sup>2</sup>	Teachers and teacher trainers of adult basic education courses	Participating institutions (information from OE's Division of Adult Education Programs)
25 Development of educators from abroad	Mutual Education and Cultural Exchange Act	Provide opportunity for educators to observe U.S. methods, curriculum, organization (elementary, secondary, higher)	575,000 <sup>3</sup>	Educators from abroad (administrators, teacher trainers, education ministry officials)	U.S. embassies, educational commissions, foundations abroad (information from OE's Institute of International Studies)
26 Teacher exchange	Mutual Educational and Cultural Exchange Act	Promote international understanding and professional competence by exchange of teachers between U.S. and foreign nations	18,775	Elementary and secondary teachers, college instructors, and assistant professors	OE's Institute of International Studies
27 Technical assistance training grants	Act for International Development of 1961	Provide specialist training to foreign educators and strengthen education and economy in developing nations	3,600,000 <sup>2</sup>	Foreign nationals from countries with which U.S. has bilateral technical assistance agreements	AID Mission with the concurrence of the local education ministry (Information from OE's Institute of International Studies)
28 Modern foreign language graduate fellowships	National Defense Education Act—title VI	Enable U.S. institutions to assist graduate students training to be teachers or other specialists in foreign language and area studies	3,270,000 <sup>2</sup>	Graduate students in approved language and area studies programs	Participating institutions (information from OE's Institute of International Studies)
29 Fellowship opportunities abroad	Mutual Educational and Cultural Exchange Act, and P.L. 83-480 (in excess foreign currency countries)	Promote instruction in international studies through grants for graduate and faculty projects	(See II-13) <sup>3</sup>	Faculty, graduate students, advanced upperclassmen in foreign languages and area studies	Institutions of higher education at which applicants are enrolled or employed (information from OE's Institute of International Studies)
30 Cuban student loans	Migration and Refugee Assistance Act	Aid needy Cuban refugee college students to finance their education	(See II-45)	Cubans who became refugees after January 1, 1959	Participating institutions (information from OE's Division of Student Financial Aid)
31 Student loans	National Defense Education Act—title II	Provide for low-interest loans to college students	236,500,000	College students	Participating institutions (information from OE's Division of Student Financial Aid)
32 Educational opportunity grants	Higher Education Act of 1965—title IV-A	Assist students of exceptional financial need to go to college	(See II-48)	College students of exceptional financial need	Participating institutions (information from OE's Division of Student Financial Aid)
33 Graduate fellowships	National Defense Education Act—title IV	Increase the number of well-qualified college teachers	47,350,000 <sup>2</sup>	Prospective college teachers working toward doctoral degrees	Participating institutions (information from OE's Division of University Programs)
College work-study	Higher Education Act of 1965—title IV-C	Provide part-time employment for post-secondary students	(See II-46)	Post-secondary students	Participating institutions (information from OE's Division of Student Financial Aid)
35 National teaching fellowships and professors emeritus	Higher Education Act of 1965—title III	Strengthen the teaching resources of developing institutions	(See II-34) <sup>4</sup>	Highly qualified graduate students or junior faculty members from established institutions and retired scholars	Participating institutions (information from OE's Division of College Support)

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	APPROPRIATION*	WHO MAY APPLY	WHERE TO APPLY
36 Training for library service	Higher Education Act of 1965—title II—B	Increase opportunities throughout the Nation for training in librarianship	(See II—38) <sup>2</sup>	Prospective and/or experienced librarians and information specialists	Participating institutions (information from OE's Bureau of Libraries and Educational Technology)
37 Media services and captioned films training grants	Education of the Handicapped Act—title VI (P.L. 91-230)	Improve quality of instruction available to deaf persons	(See II—60) <sup>2</sup>	Persons who will use captioned film equipment	OE's Bur. of Ed'n. for Handicapped, Division of Educational Services
38 Interest benefits for higher education loans	Higher Education Act of 1965—title IV—B	Provide interest benefits for student loans through commercial lenders	119,759,000	Students in eligible institutions of higher and vocational education	Participating lenders (information from OE's Division of Student Financial Aid)
39 Fellowships abroad for doctoral dissertation research in foreign language and area studies	Mutual Educational and Cultural Exchange Act	Promote instruction in international studies through grants for graduate and faculty projects	721,000	Prospective teachers of language and area studies	Participating institutions (information from OE's Institute of International Studies)

#### GROUP IV: For research

1 Educational research (research, studies, demonstrations)	Cooperative Research Act (amended by ESEA—title IV)	Support research on the improvement of education at all levels and in all subjects	15,000,000	Colleges, universities, State education agencies, private or public groups, or individuals	Research Analysis and Allocations Staff, National Center for Educational Research and Development
2 Dissemination	Cooperative Research Act (amended by ESEA—title IV) and Sec. 303 Voc. Education Act	Provide for dissemination of educational information and improved practices to the educational community	5,000,000	(Same as IV—1)	OE's National Center for Educational Communication
3 Experimental schools	Cooperative Research Act (amended by ESEA—title IV)	Study feasibility of major educational reforms in total settings	15,000,000	(Same as IV—1)	National Center for Educational Research and Development
4 Nutrition and health	Cooperative Research Act (amended by ESEA—title IV)	Pilot studies coordinating health services and education	2,000,000	(Same as IV—1)	Research Analysis and Allocations Staff, National Center for Educational Research and Development
5 Major demonstrations	Cooperative Research Act (amended by ESEA—title IV)	Demonstrate combinations of innovative programs	2,250,000	(Same as IV—1)	National Center for Educational Research and Development
6 Foreign language and area research	National Defense Education Act—title VI	Support research on improved instruction in modern foreign languages and materials development and area studies	500,000	Colleges and universities, public school systems, professional organizations, individuals	OE's Institute of International Studies
7 Library research and demonstration	Higher Education Act of 1965—title II—B	Library and information science research and development	2,171,000 <sup>2</sup>	Colleges, universities, school districts, State governments, other nonprofit groups	OE's Bureau of Libraries and Educational Technology
8 Special centers for research and development	Cooperative Research Act (amended by ESEA—title IV)	Conduct research on the major problems of education	9,300,000	Colleges, universities, agencies, and organizations	OE's Division of Educational Laboratories
9 Educational laboratories	Cooperative Research Act (amended by ESEA—title IV)	Development and testing of educational innovations until ready for classroom use	25,106,000	Colleges, universities, agencies, and organizations	OE's Division of Educational Laboratories
10 Vocational education research	Vocational Education Act of 1963, as amended	Support vocational education research	(See II—6)	State and local education agencies, colleges, and universities, nonprofit organizations	OE's Division of Comprehensive and Vocational Education Research
11 Handicapped research and demonstration	Mental Retardation Facilities Act and Others (P.L. 85-296, as amended)	Promote research and demonstration on education of the handicapped	15,000,000	State education agencies, local school districts, nonprofit private organizations, public groups	OE's Bur. of Ed'n. for Handicapped, Division of Research
12 Special programs for children with specific learning disabilities	Education of the Handicapped Act—title VI (P.L. 91-230)	Develop model centers for the improvement of education of children with specific learning disabilities	(See III—21)	State education agencies, colleges, universities, and other appropriate nonprofit agencies	OE's Bur. of Ed'n. for Handicapped, Division of Research
13 Overseas research in language and area studies in non-Western areas	Mutual Educational and Cultural Exchange Act, and P.L. 83-480 (in excess foreign currency countries)	Promote development of international studies through grants to institutions for support of group or individual (faculty and Ph.D. dissertation) research	(See III—29)	Colleges, universities, consortiums, local and State education agencies, nonprofit educational organizations	Participating institutions (information from OE's Institute of International Studies)
14 Physical education and recreation for the handicapped	Education of the Handicapped Act—title VI (P.L. 91-230)	To do research in areas of physical education and recreation for handicapped children	300,000	State or local education agencies, public or nonprofit private educational or research agencies and organizations	OE's Bur. of Ed'n. for Handicapped, Division of Research

\*Figures represent the level of funds appropriated under PL 91-380.

1 At least 15 percent for handicapped.

2 Programs which include educational personnel training.

3 Taken from a total \$3,000,000 in appropriated excess foreign currencies.

4 Appropriated in previous years.

5 For State contracts only.

6 Information from OE's Bureau of Educational Personnel Development.

#### DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." All programs cited in this article, like every other program or activity receiving financial assistance from the Department of Health, Education, and Welfare, operate in compliance with this law.